

Y3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Terminology</b> p80	<p><b>Pupils must use and understand:</b></p> <ul style="list-style-type: none"> <li>Y2 terminology</li> <li>Preposition</li> <li>Conjunction</li> <li>Word family</li> <li>Prefix</li> <li>Clause (Main Clause)</li> <li>Subordinate clause</li> <li>Direct speech</li> <li>Consonant</li> <li>Consonant letter vowel</li> <li>Vowel letter</li> <li>Inverted commas (speech marks)</li> </ul>					
<b>Phonics</b>	Read Write Ink - Book 1 Revision - Phase 6 Phonics		Read Write Ink - Book 2		Read Write Ink - Book 3	
<b>Spelling</b> Appendix 1 p73 Spelling Rules 50	<p><b>Revision Y2</b></p> <p>The /I/ sound spelt Y <b>not</b> at the end of the word (myth)</p> <p>Words with the /eI/ sound spelt ei, eigh, ey (vein, eight, obey)</p> <p>Suffixes beginning with a vowel letter to words of more than one syllable (gardenER, forgettING)</p> <p>Suffix - ly</p> <p>Words with the /k/ spelt ch (scheme)</p>	<p>Words endings sounding like /ʒ/ or /tʃ/ (-sure and -ture)</p> <p>Endings that sound /ʒn/ spelt -sion (division)</p> <p>Use the first 2/3 letters of a word to check spelling in a dictionary</p> <p>Prefixes UN-, DIS-, MIS-, RE-, PRE- (VPG)</p>	<p>Words with the /k/ spelt ch (scheme)</p> <p>Words with the /ʃ/ spelt ch (chef)</p> <p>Homophones (piece/peace )</p> <p>Prefixes SUPER-, ANTI-, AUTO-, (VPG)</p> <p>The /ʌ/ sound spelt ou (young)</p>	<p>Endings that sound /ʒn/ spelt -sion (division)</p> <p>Use the first 2/3 letters of a word to check spelling in a dictionary</p> <p>Suffix - ly</p> <p>Words endings sounding like /ʒ/ or /tʃ/ (-sure and -ture)</p>	<p>Prefixes UN-, DIS-, MIS-, RE-, SUPER-, ANTI-, AUTO-, PRE- (VPG)</p> <p>Suffixes beginning with a vowel letter to words of more than one syllable (gardenER, forgettING)</p> <p>Homophones (piece/peace )</p>	Revision of the spelling rules
<p><b>Year 3 and Year 4 word list P.64</b>      <b>Common exception words</b>      <b>Write from memory simple dictated sentences</b></p>						
<b>Handwriting</b>	<p><b>Handwriting to be joined and should be taught</b></p> <ul style="list-style-type: none"> <li>Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>Letters are easy to read and orientated the correctly and are of equal size</li> <li>Handwriting is spaced accurately so that letters do not overlap</li> </ul>					
<b>Composition</b>	<p><b>Plan writing by:</b></p> <ul style="list-style-type: none"> <li>Discussing and recording ideas</li> <li>Discussing similar writing to their planned outcomes so as to understand STRUCTURE</li> </ul>	<p><b>Draft and Write by: (Appendix 2 p76)</b></p> <ul style="list-style-type: none"> <li>Compose and rehearse sentences orally</li> <li>Building a rich and varied vocabulary</li> <li>Build a range of sentence structures</li> <li>Organising paragraphs around a theme</li> <li>In narratives create settings, character and plots</li> <li>In non-narrative use organisational devices (subheadings)</li> </ul>	<p><b>Evaluate and Edit by:</b></p> <ul style="list-style-type: none"> <li>Proposing changes to grammar and vocabulary to improve consistency and accurate use of PRONOUNS</li> <li>Considering the audience</li> </ul>	<ul style="list-style-type: none"> <li>Proof read for punctuation and spelling errors</li> <li>Read aloud writing to a group or whole class using correct intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>		

<p>VPG Appendix 2 Pg 74</p>	<p><b>Revision of Y2 Terminology</b></p> <p>Use A and AN accurately</p> <p>Prepositions</p> <p>Expressing time, place and cause using:</p> <ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Adverbs</li> </ul> <p>Inverted commas to punctuate direct speech</p> <p>Main Clauses</p>	<p>Word families - how common words are related in form and meaning (solve - solution, solver, dissolve, insoluble)</p> <p>Use of present perfect form of a verb</p> <p>Expressing time, place and cause using:</p> <ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Prepositions</li> <li>• Adverbs</li> </ul> <p>Understanding and using consonant and vowel (including dictionary work) <b>Spelling</b></p> <p>Paragraphs to group related text and when to use headings and subheadings</p>	<p>Recognise and use subordinate clauses and main clauses</p> <p>Formation of nouns using a range of Prefixes - AUTO-, ANTI-, SUPER-<b>(spelling)</b></p> <p>Expressing time, place and cause using:</p> <ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Prepositions</li> <li>• Adverbs</li> </ul> <p>Inverted commas to punctuate direct speech</p> <p>Paragraphs to group related text and when to use headings and subheadings</p>	<p>Word families - how common words are related in form and meaning (solve - solution, solver, dissolve, insoluble)</p> <p>Recognise and use subordinate clauses</p> <p>Use of present perfect form of a verb</p> <p>Expressing time, place and cause using:</p> <ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Prepositions</li> <li>• Adverbs</li> </ul> <p>Understanding and using consonant and vowel (including dictionary work) <b>Spelling</b></p>	<p>Recognise &amp; use subordinate clauses and main clauses</p> <p>Formation of nouns using a range of Prefixes - AUTO-, ANTI-, SUPER-<b>(spelling)</b></p> <p>Expressing time, place and cause using:</p> <ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Prepositions</li> <li>• Adverbs</li> </ul> <p>Inverted commas to punctuate direct speech</p> <p>Paragraphs to group related text and when to use headings and subheadings</p>	<p>Recognise &amp; use subordinate clauses and main clauses</p> <p>Revision</p>

Word Reading			
<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>Appendix 1 p 55</b> Apply knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words including words that do not follow spelling patterns</li> </ul>		
Comprehension			
<b>Reading Comprehension</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of text types (e.g. reference books)</li> <li>• Reading books that are structured in different ways &amp; reading for a range of purposes</li> <li>• Increasing familiarity with a wide range of books, including fairy, myths and legends, and retelling some of these orally</li> <li>• Preparing poems and play scripts to read aloud and to perform,</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> </ul> </td> <td style="width: 50%; border: none; vertical-align: top;"> <p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of text types (e.g. reference books)</li> <li>• Reading books that are structured in different ways &amp; reading for a range of purposes</li> <li>• Increasing familiarity with a wide range of books, including fairy, myths and legends, and retelling some of these orally</li> <li>• Preparing poems and play scripts to read aloud and to perform,</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> </ul> </td> </tr> </table>	<p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of text types (e.g. reference books)</li> <li>• Reading books that are structured in different ways &amp; reading for a range of purposes</li> <li>• Increasing familiarity with a wide range of books, including fairy, myths and legends, and retelling some of these orally</li> <li>• Preparing poems and play scripts to read aloud and to perform,</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> </ul>	<p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of text types (e.g. reference books)</li> <li>• Reading books that are structured in different ways &amp; reading for a range of purposes</li> <li>• Increasing familiarity with a wide range of books, including fairy, myths and legends, and retelling some of these orally</li> <li>• Preparing poems and play scripts to read aloud and to perform,</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> </ul>
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<b>Speaking and Listening</b>	<p><b>To be taught at a level appropriate to the pupils (ONGOING)</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>		
<p>GPC - grapheme, phoneme correspondences</p>			